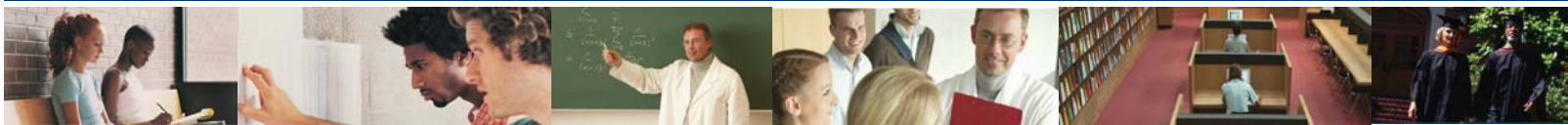


# Digging Deeper into Institutional Data:

## Enhancing Campus Assessment Findings with the FSSE Report Builder



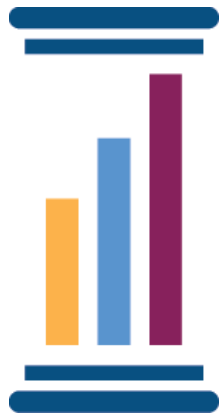
Eddie R. Cole

Thomas F. Nelson Laird

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Indiana University Center for Postsecondary Research

Presentation at the Association of Institutional Research Annual Forum  
New Orleans, Louisiana



6/5/12

# Today's Agenda

- Session Purpose
- Introduction to NSSE and FSSE
- Overview of the Report Builder Capabilities
- How to Generate Reports
- Other FSSE Resources and Services



# Session Purpose

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To introduce participants to the new, interactive **FSSE Report Builder**, which can be used to empirically study:

- Faculty perceptions of how often students engage in different educationally activities,
- The importance faculty place on various areas of learning and development,
- The nature and frequency of student-faculty interactions, and
- How faculty members organize their time, both in and out of the classroom.

# Introduction to NSSE and FSSE



- Annual spring survey to FYS and SRs
- Hundreds of institutions participate each year
- Assesses exposure to and participation in effective educational practices
  - **Goal:** To query undergraduates directly about their educational experiences



- Annual spring survey of faculty members
- ~150 institutions participate each year
- Assesses faculty perceptions and encouragement of student engagement
  - **Goal:** To provide information about the faculty role in improving undergraduate education

# Basics of the Report Builder

---

**This tool generates reports based on:**

- FSSE Survey Items or Scales,
- Faculty Characteristics, and
- Institutional Characteristics

# Report Builder Capabilities

---

**The FSSE Report Builder guides users through a series of steps to filter the data and produce tables of items or scales, according to their selections.**

**The Report Builder permits users to generate:**

- **FSSE results for specified groups of faculty at institutions with specified characteristics**

**The Report Builder does not permit users to:**

- **Generate FSSE results for groups of campuses smaller than 6 and groups of faculty less than 250**
- **Statistically compare results**

# Generating Reports



## Welcome to the FSSE Report Builder

You choose the group. We'll show you the results.

The FSSE Report Builder is a public, interactive tool that instantly generates reports of your choosing. The tool draws from a secure database of responses from the three most recent years of FSSE and can be queried using any combination of faculty and institutional characteristics. You can choose to create a report of item frequencies from either the Course-Based or the Typical-Student option of FSSE.

The following pages will guide you through five easy steps to filter the data and produce results tables according to your selections:

### Step 1: SELECT REPORT VARIABLES

First, choose whether you want data from the Course-Based or Typical-Student option in your report, and then select the items to include in your report.

### Step 2: SELECT A COLUMN VARIABLE

Choose a category variable that will define separate groups for your report columns (e.g., Carnegie Classification, academic discipline, race/ethnicity).

### Step 3: SELECT INSTITUTIONS

Select the type of institutions you want to include in the report (e.g., by Carnegie Classification, enrollment size).

### Step 4: SELECT FACULTY

Select the type of faculty you want to include in the report (e.g., by academic rank, teaching format, race, gender).

### Step 5: RUN THE REPORT

Review your selections and run the report.

**Step 1: Select Report Variables > >**



Photo courtesy of Augustana

### F.Y.I.

- To protect the identities of institutions represented in the data, institutions will not be listed or named in this report builder. Results will only be given in aggregate form.
- A minimum of six institutions and 250 faculty members are required for results to be produced.
- Only U.S. institutions are included.

[See all FYI](#)

[Technical Details](#)

[Data File Summary \(Course-Based Option\)](#)

[Data File Summary \(Typical-Student Option\)](#)

We welcome your feedback.  
If you have any questions, comments, or suggestions,  
please e-mail us.

# Selecting Report Variables

---

## What to Consider:

- What survey option did my campus administer? Or, what survey option am I interested in?
- Are there any specific FSSE questions you are interested in knowing about?
- Are there certain FSSE scales you are interested in knowing about?



## Step 1: Select Report Variables

Choose the survey data you want to use in your report.

### Select a [survey option](#)

- ☒ Course-based option [i](#)

*How would you like the items to be grouped in your report?*

- ☐ In the order they appear on the survey
- ☒ According to the [FSSE Scales](#)  
[select all](#) | [unselect all](#)
- ☐ Quality campus relationships ([3 items](#))
  - ☒ Campus support ([6 items](#))
  - ☐ Faculty-student interactions ([5 items](#))
  - ☐ Emphasis on intellectual skills ([4 items](#))
  - ☐ Emphasis on practical skills ([4 items](#))
  - ☐ Emphasis on personal and social responsibility ([4 items](#))
  - ☒ Emphasis on deep approaches to learning ([11 items](#))
- ☐ Typical-student option [i](#)



Photo courtesy of Central College

### F.Y.I.

- Learn more about the [course-based](#) and [typical-student](#) survey options.

[See all FYI](#)

[Technical Details](#)

[Data File Summary \(Course-Based Option\)](#)

[Data File Summary \(Typical-Student Option\)](#)

We welcome your feedback.  
If you have any questions, comments, or suggestions,  
please e-mail us.

[Start Over](#)

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# Selecting Column Variables

---

## What to Consider:

- What groups do you want to see results for side by side?
  - Carnegie groups
  - Enrollment size groups
  - Disciplinary areas
  - Employment status groups
  - Gender
  - Race/ethnicity
  - Academic rank
  - Course level/Typical student in classes

## Step 2: Select a Column Variable


Select a variable below to create separate categories for individual columns in your report. The image to the right shows an example of a report with columns separated by gender.

### Choose a column variable

#### *Institutional characteristics*

- ☐ Carnegie Classification
- ☐ Enrollment size (total undergraduate enrollment)


#### *Faculty characteristics*

- ☒ Academic discipline 

Select the categories you want to display in the columns.

[select all](#) | [unselect all](#)

- ☒ Arts & humanities
- ☐ Biological sciences
- ☒ Business
- ☒ Education
- ☐ Engineering
- ☐ Physical sciences
- ☒ Professional (other)
- ☒ Social sciences

- ☐ Course level 
- ☐ Employment status
- ☐ Gender
- ☐ Race or ethnicity

**Item Frequencies: Importance of High Impact Practices by Gender**

How important is it to you that undergraduates at your Institution do:	Male		Female		Total	
	Count	%	Count	%	Count	%
Practicum, internship, field experience, co-op experience, or clinical assignment						
Not important	273	5	160	3	433	4
Somewhat important	883	17	629	13	1,512	15
Important	1,691	32	1,439	29	3,130	31
Very important	2,383	46	2,757	55	5,140	50
Community service or volunteer work						
Not important	628	12	342	7	970	9
Somewhat important	1,681	32	1,269	25	2,950	29
Important	1,880	36	1,844	37	3,724	36
Very important	1,941	20	1,530	31	2,571	25

click on image to enlarge

### **F.Y.I.**

- If you select an institutional characteristic as a column variable, then **each column** in your result set must have **at least six institutions**. For other column variables, the total number of institutions in your result set must be six or more.

[See all FYI](#)

[Technical Details](#)

[Data File Summary \(Course-Based Option\)](#)

[Data File Summary \(Typical-Student Option\)](#)

We welcome your feedback.  
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# Selecting Institutions

---

## What to Consider:

- What Carnegie Classifications do you want to limit to?
- What enrollment size(s) do you want to focus on?
- Do you want to limit to public or private institutions?

## Step 3: Select Institutions

### Customize by Institutional Characteristics

Select the type of institutions you want to include in the report.

To limit your report to a certain population, select a category and then select the desired characteristics.

☒ **Carnegie Classification**

[select all](#) | [unselect all](#)

- ☐ Doctoral/research universities
- ☐ Master's colleges and universities
- ☒ Baccalaureate colleges

☐ **Control (public or private)**

☒ **Enrollment size (total undergraduate enrollment)**

[select all](#) | [unselect all](#)

- ☒ Small (fewer than 2,500)
- ☒ Medium (2,500-4,999)
- ☐ Large (5,000-9,999)
- ☐ Very large (more than 10,000)

☐ **Include ALL Institutions**

### ***F.Y.I.***

- Each report must contain at least **six institutions** or you will see an error message instructing you to broaden your criteria.
- To maintain all institutions within a particular category (including those with missing data), be sure the category box is **unselected**.
- Some criteria in combination include very few institutions. For example, you cannot produce a report of small-sized private doctoral universities.

[See all FYI](#)

[Technical Details](#)

[Data File Summary \(Course-Based Option\)](#)

[Data File Summary \(Typical-Student Option\)](#)

We welcome your feedback.  
If you have any questions, comments, or  
suggestions, please e-mail us.

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# Selecting Faculty

---

## What to Consider:

- Which faculty members do you want in the report?
- Do you want to limit by any of the following?
  - Citizenship
  - Gender
  - Number of courses taught
  - Race/ethnicity
  - Teaching experience
  - Teaching format
  - Class level/Typical students taught



## Step 4: Select Faculty

### Customize by Faculty Characteristics

Select the type of faculty you want to include in the report.

To limit your report to a certain population, select a category and then select the desired characteristics.

☒ **Academic Rank/Employment Status** ⓘ

[select all](#) | [unselect all](#)

- ☐ Part-time lecturer/instructor
- ☒ Full-time lecturer/instructor
- ☒ Assistant professor
- ☒ Associate professor
- ☒ Professor

☐ **Citizenship Status**

☐ **Course Described Fulfills a General Education Requirement**

☐ **Course Level** ⓘ

☐ **Gender**

☐ **Number of Courses Taught in the Academic Year**

☐ **Race or Ethnicity**

☐ **Teaching Experience**

☐ **Teaching Format**

☐ **Include ALL Faculty**

### F.Y.I.

- The data for your report must contain at least **250 respondents**. If your criteria result in a sample of fewer than 250 faculty members, you will see a message informing you to expand your selections.
- Some criteria in combination include very few faculty members, such as non-US citizen part-time lecturers.
- To maintain all faculty within a particular category (including those with missing data), be sure the category box is **unselected**.

[See all FYI](#)

[Technical Details](#)

[Data File Summary \(Course-Based Option\)](#)

[Data File Summary \(Typical-Student Option\)](#)

We welcome your feedback.  
If you have any questions, comments, or  
suggestions, please e-mail us.

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## Step 5: Run the Report

Review your selections below and click SUBMIT to run your report.

### REPORT OPTIONS:

**Survey Option:**

*Course-Based Option*

**Grouping:**

*FSSE scales*

- Campus support
- Emphasis on deep approaches to learning

**Column Variable:**

*Academic Discipline*

- Arts & humanities
- Business
- Education
- Professional (other)
- Social sciences

### INSTITUTIONAL CHARACTERISTICS:

**Carnegie Classification:**

- Baccalaureate

**Control:**

- ALL

**Enrollment Size:**

- Small (fewer than 2,500)
- Medium (2,500-4,999)

### FACULTY CHARACTERISTICS:

**Academic Rank:**

- Full-time lecturer
- Assistant professor
- Associate professor
- Professor

**Citizenship Status:**

- ALL

**Course Fulfills Gen. Ed. Req.:**

- ALL

**Course Level:**

- ALL

**Gender:**

- ALL

**Number of Courses Taught:**

- ALL

**Race or Ethnicity:**

- ALL

**Teaching Experience:**

- ALL

**Teaching Format:**

- ALL

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Submit >>



# Interpreting Your Reports

## Selected Institution Characteristics

**Carnegie Classification:** Baccalaureate

**Enrollment Size:** Small (fewer than 2,500), Medium (2,500-4,999)

## Selected Faculty Characteristics

**Academic Rank:** Full-time lecturer, Assistant professor, Associate professor, Professor

[Run a similar report \(edit selections\)](#)

[Start over \(clear selections\)](#)

### Item Frequencies: Campus Support by Academic Discipline

		Arts & Humanities		Business Education		Professional (Other)		Social Science		Total	
To what extent does your institution emphasize:		Count	%	Count	%	Count	%	Count	%	Count	%
<b>Providing students the support they need to help them succeed academically</b>											
	Very little	1	1	2	2	0	0	1	2	6	2
	Some	17	16	6	6	5	12	6	12	50	13
	Quite a bit	54	51	35	38	19	46	21	40	167	44
	Very much	33	31	50	54	17	41	24	46	154	41
<b>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</b>											
	Very little	14	13	8	9	4	10	5	10	47	12
	Some	36	34	27	29	11	27	13	25	116	31
	Quite a bit	34	32	24	26	14	34	15	29	113	30
	Very much	21	20	34	37	12	29	19	37	101	27
<b>Helping students cope with their non-academic responsibilities (work, family, etc.)</b>											
	Very little	12	11	10	11	2	5	5	10	43	11
	Some	49	47	29	31	18	44	18	35	149	40
	Quite a bit	38	36	28	30	16	39	19	37	126	33
	Very much	6	6	26	28	5	12	10	19	59	16
<b>Providing students the support they need to thrive socially</b>											
	Very little	8	8	17	18	6	15	10	19	49	13
	Some	57	54	24	26	16	39	22	42	165	44
	Quite a bit	32	30	31	33	17	41	11	21	111	29
	Very much	8	8	21	23	2	5	9	17	52	14
<b>Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)</b>											
	Very little	9	9	21	23	5	12	8	15	47	12
	Some	35	33	21	23	11	27	15	29	115	31
	Quite a bit	37	35	21	23	17	41	14	27	123	33
	Very much	24	23	30	32	8	20	15	29	92	24
<b>Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)</b>											
	Very little	7	7	20	22	6	15	10	19	48	13
	Some	27	26	17	18	14	34	15	29	95	25
	Quite a bit	55	52	27	29	17	41	12	23	152	40
	Very much	16	15	29	31	4	10	15	29	82	22

# Interpreting Your Reports

## Item Frequencies: Emphasis on Deep Approaches to Learning by Academic Discipline Importance of Reflective Learning Subscale

In your selected course section, how important to you is it that your students:		Arts & Humanities		Business Education				Professional (Other)		Social Science		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Examine the strengths and weaknesses of their views on a topic or issue</b>													
	Not important	6	6	7	7	3	8	3	6	5	6	24	6
	Somewhat important	11	10	13	14	2	5	8	16	12	14	46	12
	Important	26	25	36	38	14	35	17	35	25	29	118	31
	Very important	63	59	40	42	21	53	21	43	44	51	189	50
<b>Try to better understand someone else's views by imagining how an issue looks from that person's perspective</b>													
	Not important	5	5	9	9	2	5	3	6	7	8	26	7
	Somewhat important	6	6	10	10	4	10	9	18	15	17	44	12
	Important	26	25	43	45	10	25	12	24	14	16	105	28
	Very important	69	65	34	35	24	60	25	51	50	58	202	54
<b>Learn something that changes the way they understand an issue or concept</b>													
	Not important	1	1	2	2	1	3	1	2	2	2	7	2
	Somewhat important	1	1	5	5	1	3	4	8	5	6	16	4
	Important	25	24	40	42	9	23	15	31	19	22	108	29
	Very important	79	75	49	51	29	73	29	59	60	70	246	65

# Interpreting Your Reports

## Importance of Integrative Learning Subscale

		Arts & Humanities		Business Education				Professional (Other)		Social Science		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
In your selected course section, how important to you is it that your students: Work on a paper or project that requires integrating ideas or information from various sources													
	Not important	8	8	6	6	2	5	3	6	6	7	25	7
	Somewhat important	9	9	5	5	1	3	4	8	5	6	24	7
	Important	26	25	33	35	8	22	9	18	23	28	99	27
	Very important	61	59	49	53	26	70	33	67	48	59	217	59
In your selected course section, how important to you is it that your students: Discuss ideas or readings from class with others outside of class (other students, family members, co-workers, etc.)													
	Not important	16	15	15	16	3	8	4	8	13	16	51	14
	Somewhat important	28	27	23	25	8	22	19	39	26	32	104	28
	Important	41	39	27	29	16	43	21	43	25	30	130	36
	Very important	19	18	28	30	10	27	5	10	18	22	80	22
In your selected course section, how important to you is it that your students: Put together ideas or concepts from different courses when completing assignments or during class discussions													
	Not important	19	18	10	11	4	11	5	10	10	12	48	13
	Somewhat important	31	30	19	20	6	16	11	22	25	30	92	25
	Important	28	27	36	39	10	27	16	33	28	34	118	32
	Very important	26	25	28	30	17	46	17	35	19	23	107	29
How often do students in your selected course section: Have serious conversations in your course with students of a different race or ethnicity than their own													
	Never	20	19	25	27	6	16	9	18	14	17	74	20
	Sometimes	39	38	33	35	14	38	16	33	31	38	133	36
	Often	20	19	16	17	6	16	15	31	19	23	76	21
	Very often	25	24	19	20	11	30	9	18	18	22	82	22



# Interpreting Your Reports

## Importance of Higher-Order Thinking Subscale

In your selected course section, how much emphasis do you place on engaging students in:		Arts & Humanities		Business Education		Professional (Other)		Social Science		Total				
		Count	%	Count	%	Count	%	Count	%	Count	%			
Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components		Very little	4	4	1	1	2	6	0	0	1	1	8	2
		Some	7	7	6	6	1	3	3	6	5	6	22	6
		Quite a bit	24	23	43	46	14	40	16	31	31	37	128	35
		Very much	71	67	44	47	18	51	32	63	47	56	212	57
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships		Very little	2	2	2	2	1	3	0	0	1	1	6	2
		Some	7	7	10	11	2	6	6	12	3	4	28	8
		Quite a bit	32	30	34	36	6	17	10	20	30	36	112	30
		Very much	65	61	48	51	26	74	35	69	50	60	224	61
Making judgements about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions		Very little	5	5	2	2	1	3	0	0	3	4	11	3
		Some	14	13	10	11	4	11	7	14	12	14	47	13
		Quite a bit	31	29	46	49	10	29	20	39	35	42	142	38
		Very much	56	53	36	38	20	57	24	47	34	40	170	46
Applying theories or concepts to practical problems or in new situations		Very little	7	7	1	1	0	0	0	0	1	1	9	2
		Some	19	18	5	5	2	6	7	14	11	13	44	12
		Quite a bit	32	30	28	30	7	20	11	22	23	27	101	27
		Very much	48	45	60	64	26	74	33	65	49	58	216	58

# Other FSSE Resources & Services

- **Web Resources & Tools**
  - Past Presentations and Publications
- **Annual gatherings**
  - NSSE Users' Workshops
  - Webinars
  - Professional Conferences
- **Print Materials**
  - *FSSE Overview*
  - Scales & Reliabilities
  - *Using FSSE Data*
  - *Working with NSSE and FSSE Findings: A Facilitator's Guide*
- **Reports**
  - Custom Analysis Reports

# Questions About Report Builder?

[fsse.iub.edu/links/report\\_builder](https://fsse.iub.edu/links/report_builder)



# Thank You for Attending!

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